CORNERSTONE

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CHATHAM COLLEGE
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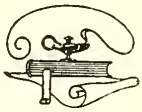

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1959

CORNERSTONE

CHATHAM COLLEGE

PITTSBURGH, PENNSYLVANIA

To the Pursuit of Knowledge

In yet unsteady hands,
My candle glows
And burns with something of the fury
My eye beholds.

The golden words
That open into golden lands,
The speculations into darkness,
The endless steps upon the burning sands.

Had I not known of them
Had I not felt the pride in them
My small world would be much smaller still
And no candle to stretch the corners
To their last measure of endurance and beyond.

To you, who lit the taper
And who led me through the gallery
On whose walls those ideas of mighty men
Were born for truth and for truth contended,

I offer my gratitude
For the light within my eye
And on the pages of the book.

R. E.

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DEDICATION

During the last several years, a great deal of time and effort on the part of both professional educators and the critics of American education has been devoted to the task of re-evaluating the educational system and its philosophy. The impetus has arisen from many directions, all of which point to the fact that we have been forced into a heightened awareness of the shortcomings of our institutions and into making an intensified effort to improve them. The techniques and philosophies which may be adopted to resolve the crisis cannot help but cause students to re-evaluate their own goals and the aims of a liberal arts education. The colleges have been compelled to emphasize to their students that the purpose for going to college is not to fill up four years of space or to comply with a family tradition, but rather to learn how to learn, how to understand, and how to find the answers that a new generation of educated adults will be expected to find. For each individual the personal goal may be somewhat different, but the unifying factor should be the end to which a liberal arts education is dedicated. To pursue knowledge in a liberal arts school is not to learn a particular trade or to become expert in some specific field. To expect this is to expect something far from the goals of this kind of institution. Rather, it is to pursue a way of life — a manner of thinking which leads the individual concerned to a more complete and workable way of coping with a constantly changing world.

For the graduate of a liberal arts college, learning should not end with the receiving of a diploma. Throughout life there should be a growing enthusiasm for the continuous sense of discovery and the satisfaction of knowledge. The liberally educated person has been given the foundation, and it is an individual responsibility to build upon it.

Therefore, we dedicate the 1959 CORNERSTONE to you who are most committed to the pursuit and communication of knowledge . . . The Faculty.

Each fall, cars containing freshmen wind their way up Woodland Road loaded with the necessities for living at Chatham. Excited and apprehensive, freshmen meet their Big Sisters, student counsellors and one or assorted roomates in the space of a few minutes. Harrassed fathers unload sets of luggage, kitchen equipment, hi-fi's and hula hoops while worried mothers contemplate the size of the closets. Finally, exploration of the campus begins, freshmen receive their dinks and with a tea at Mellon, the year begins.

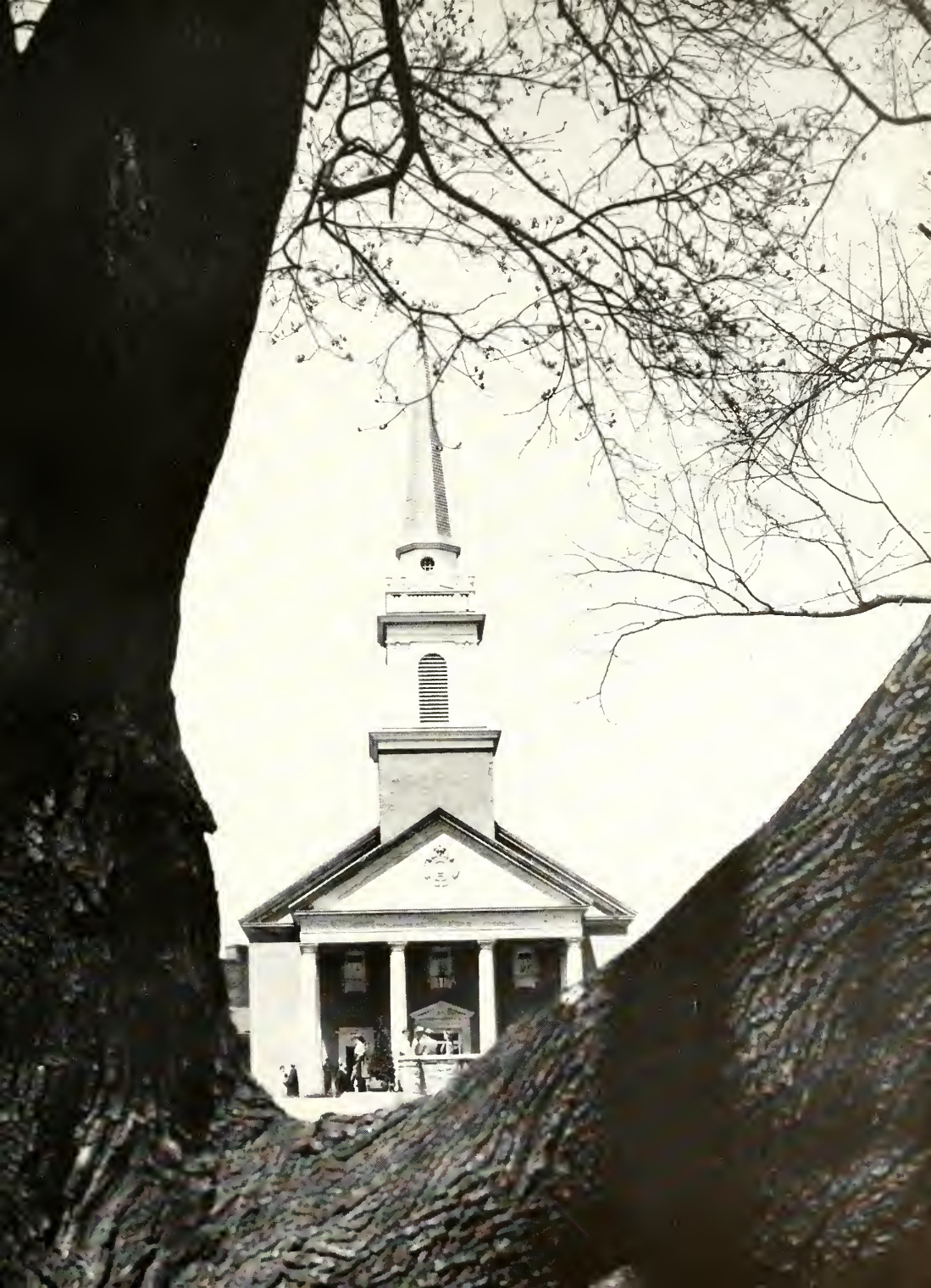
TALLY BOARD
SPEECH
ARTS BLDG
A
B
C
D

Although registration day is known for its hectic confusion, it marks the beginning of an academic year. There are many choices to be made at this time. For the underclassmen who are not yet sure of a major, there is the chance to try several different departments so that when the time does come to decide, the choice will not be made blindly. For upperclassmen, there are always requirements within the different major fields; beyond this, however, there is often the choice to be made between a course which, although difficult, will be extremely valuable to the particular student, or one which is desireable just because it does not have a term paper or a final exam. Registration is the beginning. The choices which are made at this time provide the framework for the coming year and determine the directions in which we may grow.

All too often, students think of classes as an end in themselves. Rather, it would seem that they are a beginning. They are the more formal means by which we receive and exchange ideas, providing us with direction and with a method of study which enables us to make what we encounter more meaningful.

Whether it be a cluttered desk, an empty classroom or a corner of the Snack Bar, we all find a favorite place to study. However, when there is a need for reference material, we go to the library in hopes that the needed books and magazines will be there. The search for silence also leads some of us to the library where, at certain times, even this silence proves to be a disadvantage and the Browsing room is transformed into the Drowsing room.

A story of our experiences in the sports (two per semester, per year, per two years, per group, per individual) would include a description of the variety of muscles developed per group, per individual, plus the wave lengths of the various recuperative devices such as saving one's bones from sitting on inelastic chairs by remaining in limbo in bed. This is a summary of the end. Now to return to the beginning, which is the way things are usually done except when one has never met a bat and the meeting will not strike up a friendship. The following question confronts those who are about to embark on these worthy endeavors and who are consumed with mortal fear simply because they know, if they know anything at all, that they are mortal: Whether 'tis easier to flounder in the pool when one is not in any way as fitted to that environment as a flounder, or whether it would be better just to put it off till next year.



The problem of compulsory chapel attendance seems to arise year after year. As it concerns the student body, it is only the implementation and not the principle which can be dealt with. A variety of systems have been adopted and discarded. This year has seen the introduction of still another method of insuring chapel attendence.

It is said that we cannot bring prominent and interesting personalities to our campus without some assurance that they will have an audience. If it is true that students would not choose to attend such programs, then it would seem that this calls for an evaluation, not of the value of the programs themselves, but of the values of the students.

On the other hand, it would seem that the measure of a successful program is not to be found in the size of the audience at chapel, but in a more mature and accurate criteria such as the reaction of the students to what they have heard and learned. If students can leave a program and still carry with them the tone and excitement of it, then it would seem that they have done more than fill up space in order to meet a requirement. Therefore, let there be more provocative programs such as we have seen this year and perhaps this problem will solve itself.

The Pittsburgh bicentennial and the efforts of the college brought to the chapel many distinguished speakers this year. Among the many visitors were Mr. Basil Rathbone who delighted us with readings from Shakespeare, Martha Graham who transported us into the world of dance, and the Religion and the Arts series which bridged the gap between two fields not often correlated. In addition to the arts, the Social Sciences were equally represented with outstanding speakers such as, economist, Barbara Ward anthropologist, Loren Eisley and newspaperman, Thomas Whitney.

Martha Graham

Dr. Nathan Scott

This year the college has been fortunate enough to have had many guest speakers remain on campus for more than just an hour's time in chapel. Lectures begun in chapel are carried on at informal luncheons and evening discussions. These well organized programs provide faculty and students the opportunity to meet with and question outstanding individuals. The audiences at the evening lectures have been large, and it is encouraging to note that those students who attend are genuinely interested in taking advantage of these opportunities. The success of these programs is becoming more and more apparent. In the future it is hoped that there will be many more programs of this kind and that they will be met with an enthusiastic response.

Basil Rathbone

The chapel is the scene of other than religious programs and public occasions speakers. Several times a year, students are honored for their achievements. These include Honors Day, when those girls who have maintained an outstanding academic average receive recognition, Installation Day, when the new officers are officially installed, and the tapping of the new members of Mortar Board by the senior members. On such occasions students are faced with the challenge of re-evaluating their own goals and their own standards of excellence.

Traditions are the pride and the ceremonies of the past reenacted in the present. They are a pleasant means by which we come together to show our respect for what has gone before and to pledge ourselves to continue the ideals which that tradition exemplifies. Unfortunately, traditions can become something less than this. They often come to represent an empty ceremony — an obligation to carry out the motions of something which is not felt. For some traditions this is inevitable because with each generation comes new attitudes and new ideals. But, everyone has always liked to sing. Perhaps for this reason, Song Contest has always been the strongest and the most binding of our ceremonies. It has survived, not only because it is a tradition but also because it is something which we *like to do*. A tradition survives when there is a purpose — when that purpose is something which we can see and feel and want to fulfill. When we sit, tensely waiting for the verdict (*traditionally* made more intense by the judges), we feel a sense of competition — a feeling which divides and at the same time unifies.

Chatham pauses at noon — waitresses hurry with their trays, the snack bar is crowded, and students gulp down their lunches in order to make that one o'clock meeting, have that before-class cigarette, or read those notes just once more.

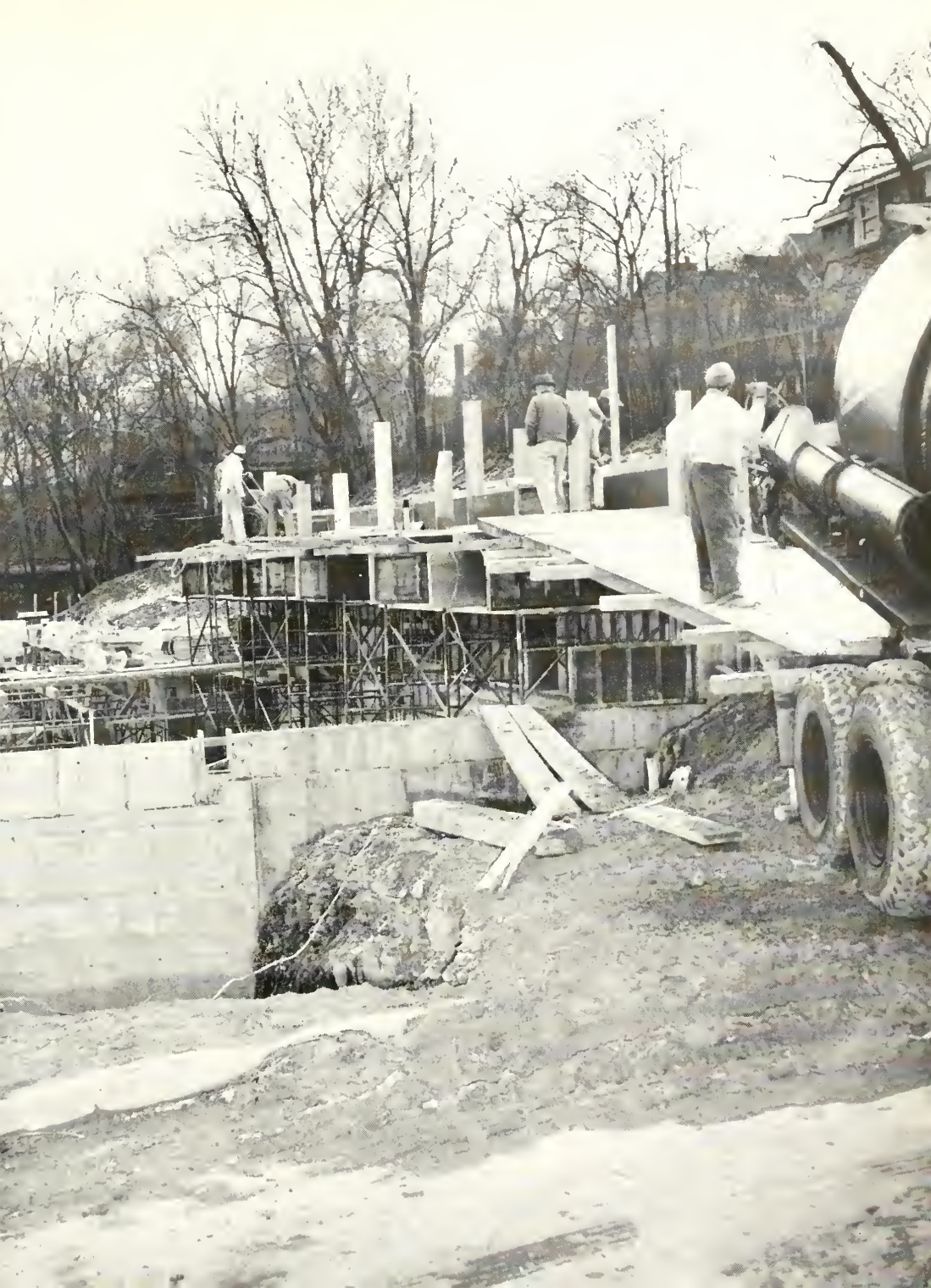
At such occasions as the Halloween, Christmas, and Valentine dinners, Freshmen Entertainment, and International night, dinners are more leisurely affairs, often followed with entertainment by the faculty, by the freshmen, or by all of us, as on Halloween. Though it may be a shock to the new faculty members to find that we do own clothes other than bermudas and dirty sneakers — and, even more surprising, seem quite comfortable in them, these times give us the opportunity to relax and laugh together.

Take a determined optimist, pit her against the fierce elements of telephones ringing, buzzers buzzing, neighbors typing, radios screeching, and you have the basic picture of dorm life. Add to this the nervous, often broken sounds during exam week, the pooling of class notes, and the agonizing cry of "tutorials!" by the seniors — and "tutorials?" by the underclassmen, and the picture becomes clearer — dorm life. Finish the scene with spontaneous midnight discussions and an old, established, permanent floating bridge game, and the portrait is done — dorm life.

Lettres de Paris

There is always time during the day for a "break", and for weekend relaxation the dorms have provided several successful jazz sessions.

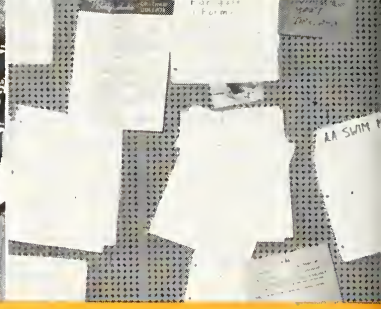
Returning from the Thanksgiving recess, we saw the new dorm begin to emerge, and we entered into the whirl of Christmas activities which made the weeks until vacation fly by. In the midst of mid-term exams were the prom, dorm decorating, caroling, the Christmas dinner, and midnight chapel services.

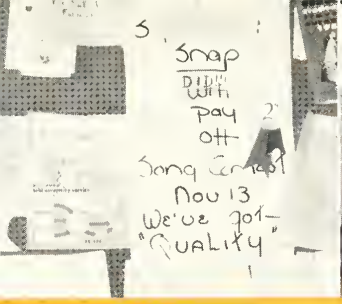


The William Pitt Exhibit

The midyear "slump" period comes to an end, and . . . . . .

. . . its spring on the campus, its spring."





ACTIVITIES

Student Government Association

Student Government, this year, has seen several changes. Not only were most of the officers girls who had had little previous experience with the SGA executive board, but there were several new ideas which were able to be incorporated this year. Although there is still an aura of conservatism which must necessarily hang over organizations such as SGA and Legislature, this year the impression seemed to be that they used imagination in setting up various new programs. Their structure, which has been in the past either too binding or too loose, has been well respected but it has not necessarily bound them to traditional functions. A faculty orientation discussion and the Trustee visitation program are examples of what SGA was able to do to further understanding between the students and the other facets of the college. Perhaps it should be recognized that experience is not always the best teacher and that with new faces often come new ideas and more effective ways of carrying them out.

Legislature

Elly Roeger, S.G.A. President

National Student Association

The scope of both N. S. A. and W. U. S. is not only limited to the college, but also serves local, national, and international areas. This year, N. S. A. sponsored a high school orientation program and a regional conference on campus. W. U. S., as in the past, set up its programs to solicit money, this year working more closely with N. S. A. It seems that one problem which exists for both of these groups is how to make the rest of the college aware of their purposes and aims. With the successful programs of this year, however, the difficulty may in the future be alleviated.

World University Service Committee

A scholarship student at work.

Campus Keys

Student Counsellors and Freshman Advisor

Just as freshman anticipate their formal introduction to Chatham, so too, the "old Timers" look forward to their first meeting with the new class.

Months before the freshman arrive, the Admissions Office is busy arranging interviews and tours for prospective students. It is with the aid of Campus Keys, a group of girls chosen to lead these tours, that a high school junior or senior receives her first introduction to our campus.

During the summer months, a second group, the Student Counselors, work with the Freshman Advisor in planning the six week orientation program for all freshmen and transfer students. This program is designed to acquaint the new students with all phases of Chatham living — student government policies and regulations, college traditions, interest groups and activities, dorm living, and academic procedures.

There is always one Chatham student that each freshman feels she knows before she arrives on campus. This, of course, is her "big sister", with whom she has corresponded during the summer vacation.

Campus Keys, Student Counselors, Freshman Advisor, "Big Sister" — what does it all mean? It simply means, "Welcome, Freshman!"

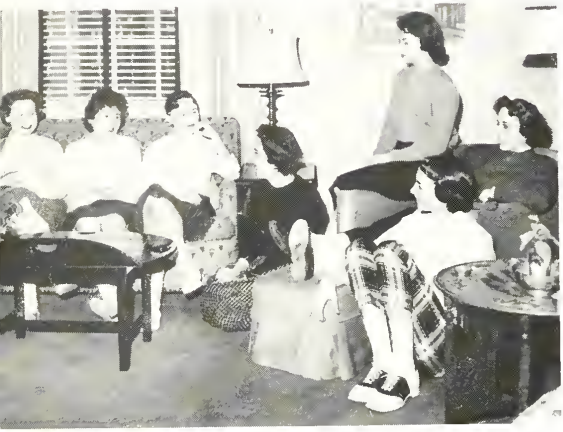
Honor Board

In addition to hearing cases arising from violations of the Honor Code, this year's Honor Board has instituted policy changes. The most important of these changes was in the delinition of an honor offense. Rather than defining an offense by the former concept of "overt indication of an attempt to deceive," standards of honor have been set forth. They are, "academic independence, personal integrity, honesty in all relationships, and consideration for the rights and well being of others." An honor violation is a deviation from these standards. It is hoped that this more positive and inclusive approach to honor will be more workable for the board and more understandable for the college.

House Board

Day Student Board

Andrew Mellon House Council



Woodland House Council

Fickes House Council

Beatty House Council

Gateway House Council

Lindsey House Council

Social Board

Assembly Board

Budget Committee

Curriculum Committee

Handbook Committee

Athletic Association

It is necessary for a number of committees to function in order to maintain a well run student government and to provide for the needs of the student body. Often these groups serve quietly with the campus largely unaware of their work. However, when tournaments take place, when dances and dinners are held, when the handbook appears, when complaints or ideas about curriculum arise, when an organization is in need of additional funds, or when the chapel problem once more comes into prominence, these often anonymous committees enter the limelight and make us aware of their existence and importance.

ARROW

Every Monday evening will find a chorus of typewriters in the Arrow office, as the staff often frantically assembles the paper for the coming Friday. Deadline headaches and last minute flights to the printers have not, however, been without reward. This year has seen progress: editorials have covered a wider scope, features have been clever and diverse, and the news coverage has been extended. The paper seems to be an effective voice for student opinion: the goal toward which the staff has worked.

MINOR BIRD

CORNERSTONE

A yearbook is more than a handbook to inform prospective students about the college. It is a record of the year — a reminder to those who have been here. If this is what a yearbook is, then those who work to put it together have an obligation: to honestly observe and record in pictures and words, incidents which have taken place during the year — to include the bad with the good. This is the ideal which the 1959 staff set up for themselves. Although there has been some change, some improvement over previous years, the ideal is often lost in the midst of rushed deadlines. But it is not something which should be forgotten — it is a goal toward which each CORNERSTONE staff can aspire.

Current Affairs Forum on Cuba

Unfortunately, students tend to miss a good number of the successful programs which are planned for them. This has often been the fate of programs set up by both the Current Affairs Forum and the Cinema Club. Both of these groups work independently to bring to the college discussions and movies of high quality and current interest. Current Affairs Forum this year successfully branched outside the realm of politics with its discussions of *Doctor Zhivago* and "The Beat Generation and the Angry Young Men". Movies presented by the Cinema Club have been of wide variety; ranging from *Hamlet* to Charlie Chaplin. It is hoped that the reputation which these groups have gained for bringing worthwhile and exciting programs to the campus, will continue to raise enthusiasm and support in the future.

Cinema Club

The Sextet

Mr. Maltatti directing the chorus

"Still Life"

"Family Reunion"

"Words Upon the Table"

To provide further experience in foreign languages, and to familiarize students with the cultures of foreign countries, several clubs have been formed. This year the language clubs have expanded the scope of their activities and have formed a new German Club. Included among the many programs, German Club has shown a series of films, French Club has become affiliated with the Federation of French Alliances, and the Spanish Club sponsored a discussion on Cuba, led by Dr. Cardona.

French Club

Spanish Club

German Club

The Christian Association, Hillel, and Newman Club are the organizations which are designed to foster religious life on campus. These groups carry on various service, social, and educational activities. The Religious Life Committee, made up of both students and faculty, coordinate programs on campus, arrange for speakers and attempt to meet the needs of interested students.

Hillel

Christian Association

Religious Life Committee

Newman Club

Music Club

I. C. G.

American Chemical Society

Publications Board

Scholarship, leadership and service are recognized by two senior honorary organizations: Mortar Board and Who's Who. Mortar Board functions as a service organization on campus. As a newly formed group, the members clarified and defined their role on campus, as well as continuing such traditions as academic orientation, and innovating the Reading Hour for faculty children. *Who's Who Among Students*, a yearly publication, accepted nine seniors to appear in the 1959 edition.

FACULTY

President Paul R. Anderson

Dean Lucille Allen

In the final analysis, perhaps, the student can find wisdom only in and through herself. Yet the need for guidance in this search is a basic premise of education. We need an administration to shape and direct the present and future of the college, its size and quality, its policy and practice, its deepening and expansion. We need teachers to stir the unawakened mind and add fuel to the fire of the eager. It is here that we find the men and women who can understand the true nature of our search, who often make us not merely receptacles for facts and ideas, but junior partners in the struggle for wisdom.

ADMINISTRATION: Miss Botsaris, Miss Donaldson, Miss Morse

ADMINISTRATION: Mrs. Swisshelm, Miss Gunderman, Miss Detchen, Mr. Hayward, Miss Kiser, Mr. Ashman

ENGLISH DEPARTMENT: Mr. Lane, Mr.. Cummins, Mr. Zetler, Miss Eldredge, Miss McGuire

DRAMA DEPARTMENT: Mrs. Evanson, Mrs. Ferguson, Mr. Wenneker

PHILOSOPHY AND RELIGION DEPARTMENT: Mr. Hays, Mr. Parker, Mr. Arnett

The cumulative efforts of the humanities departments result in the Arts Course. The Arts faculty, composed of members of the English, Art, Drama, and Music departments, combine their respective fields in presenting a stimulating, course — an introduction to and study of "The Arts." This is, perhaps, one of the most difficult courses to teach at Chatham, for the professor must not only be expert in his field, but also he must have a knowledge of the other three areas. It is a constant process of learning for both student and teacher. The faculty keep posted on what is going on in "The Arts" by attending concerts, art exhibits, plays, and lectures even though *they* don't have to turn in arts cards. Questions such as "How can I explain atonality?" or "Do you think the students understand symbolism and surrealism?" are asked apprehensively over the arts faculty lunch table. They know what is difficult for students to grasp; they may have experienced the same confusion themselves, but through mutual co-operation and effort we can, at the end of two years, say: "Just think of our intellectuality when we go out into society."

LANGUAGE DEPARTMENT: Miss Kuschmierz, Miss Hutman, Mrs. Russell, Mr. McLaren, Mr. Cardona, Mr. Davis

MUSIC DEPARTMENT: Mr. Taylor, Mr. Wichmann, Mrs. Harris

Faculty Entertainment

ART DEPARTMENT: Mr. LeClair, Mr. Smith

POLITICAL SCIENCE DEPARTMENT: Mr. Liem, Mr. O'Lessker

ECONOMICS DEPARTMENT: Mr. Ossman, Mr. Macek

SOCIOLOGY DEPARTMENT: Mrs. George, Miss Elliott

HISTORY DEPARTMENT: Mr. Andrews, Miss Freeman, Mr. Griffith, Mr. Borsody

"Much of the wisdom of the ancient world, as valid now as then, was summed up in the Greek, 'Know thyself.' A similar imperative for a free society in an age of technological change and power politics is: 'Study your society and know your institutions and your nation in relation to the rest of the world.' The function of the social sciences is to respond in a systematic and rational fashion to this imperative."

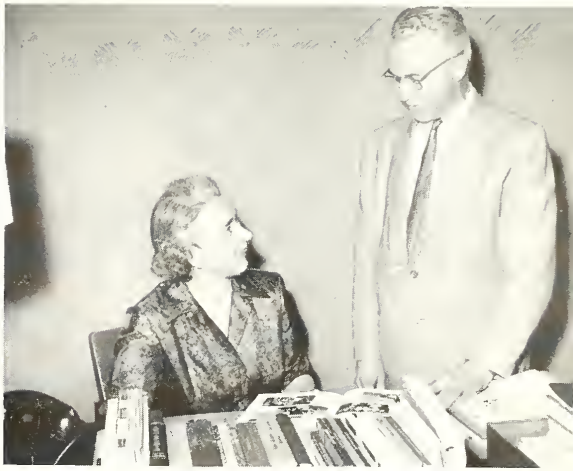
—Pendelton Herring

PSYCHOLOGY DEPARTMENT: Mr. Ray, Mr. Foltin

BIOLOGY DEPARTMENT: Mrs. Martin, Miss Barish, Mr. Stevenson, Mr. St. John

CHEMISTRY DEPARTMENT: Mr. Wallace, Mr. Markle, Miss Trammell

MATH DEPARTMENT: Mr. Beck



EDUCATION DEPARTMENT: Mrs. Hill, Mr. Aldrich

FAMILY LIVING DEPARTMENT: Mrs. Greene

SECRETARIAL STUDIES DEPARTMENT: Mrs. Weinberg

PHYSICAL EDUCATION DEPARTMENT: Miss Ver Krusen, Mrs. Beaman, Mrs. Blayden

STUDENTS

Freshman is a common word. Defined by Webster it means beginner, novice, first year student. As freshmen we come to college with varied backgrounds and preparations; we come excited, fearful and anxious. However, one common bond unites us all and that is aspiration. This desire manifests itself in a number of ways — desire to succeed, desire to learn, desire to socialize or a desire to prove our abilities to others. The goal set by each individual may be reached, partially fulfilled or completely discarded.

Obstacles presented themselves: home ties, outside interests, lack of academic preparation. The positive side of these problems is the fact that they are able to be tackled. Some aid is always helpful but the actual achievement is the individual's alone.

Freshmen are a funny lot — reaching for goals which seem so far away — nevertheless, few of us will leave this first year without a better idea of what college is and why we are here, and we will be better equipped to face new challenges and opportunities.

Pat Brannan, Carol Black, Brenda Siegel, Elaine Kessler, Esther Survis, Barbara Entin, Susan Berg, Nancy Stein

Carol Comtois, Heather Muir, Harriette Abrams, Mary Wyman, Lila Latham

Nedra Ann Zeth, Sue Duffy, Etta Mueller, Barbara DeAngelis, Elizabeth Platz, Ashley Brown, Alice Yankura

Sue McMullen, Leonilda Tarullo, E. Sherwood Trautman, Bonita Glass, Alice Helsing

Virginia Golletti, Judy Gebhard, Carol Ann Baumann, Katherine Kipp, Joan Schafer

Barbara Gent, Sara Westlake, Sue McMurray

Nancy Landy, Annette Frank, Elizabeth Whittaker, Julia Loubris, Juliana Helgesen, Martha Haase, Joan Karakitsos, Ruth Goldberg

Judy Mitchell, Betsy Meek, Patricia Sinn, Rhoda Kramer, Wendy Barton

Gail Payne, Jacqueline Zabell, Ilene Shapiro, Susan Aikman, Marva Jo Hord, Joan Thomas, Sally McGuigan, Arlene Koegler, Betty Jane Lenson

Harriett Gray, Mary Ann Horev Barbara Rogers, Betsy Cording, Amy Parker, Julie VonZumbusch

Barbara Elder, Kathy Otto Carol Jo Bullen Jo Turich, Frances Kitt, Lee Baratelli, Jeanette Mikkelsen, Linda Hahn

Ruth Ann Kennedy, Alice Carson, Judy Null, Judy Schenk, Barbara Friedell, Judy Malmquist

Karen Batt, Roberta Fly, Lynn Fisher, Barbara Bunker, Caroline Benner

Victoria Hartung, Susan Vernon, Karen Levonmark, Ann Kleinschmidt, Constance Merlino

Carol Leister, Laura Campbell, Susan Baird, Mary O'Donovan, Patricia Foss

Gretchen Hart, Judy Halko, Nanci Bennett, Marcia Hammond, Gretchen Wright, Linda Fahr, Ruth Ghering, Sally Clarke, Carolyn Leary, Gail Siegrist

Faith Buchner, Ethel Woelfel, Linda Clinton, Helen Hirsch, Elizabeth Potter, Susan Sohnlein

Nancy Gilardi, Linda Green, Maxine Basson, Jane Hardimon, Linda Rosenbleet, Liza Eleis, Jane Cangelosi, Irene Georgian

"Sophomore Slump? That's not for us. We've got the Sophomore Snap!" These words, first introduced by class President, Sue Hocker and her cabinet, were adopted as a motto by the entire class. "Snap" became the by-word in social activities, academics, co-curricular goings on, and even in the world of culture to which the Arts Course introduced us.

As the year sped by, "Snap" made its enlivening presence felt. In the area of co-curricular activities this was especially apparent in our two big successes: The Winter Prom, *'Sno Wonder* and the song contest in which we won second place and added a new song to the Chatham repertoire — "The Chatham Drinking Song." As for the other areas, we were a pretty ordinary bunch, our only claim to fame being that our repeated visits to the International were a chief factor in making it a financial success.

But it would be foolish to suppose that "Snap" actually succeeded in routing that hated creature, "Slump." "Slump," filled with the wisdom that comes from years of experience, knew all along that no fly-by-night like "Snap" could completely defeat him. However, in the end, the recurrence of "Slump" did serve a real purpose — no one wanted to have him around too long and so we developed plans which would defeat him. Sophomores look forward to their Junior year and leave to the present Freshmen, the snap-slump cycle in hopes that they will be able to figure out a compromise between them, or at least a new set of descriptive verbs.

Barbara Paull, Marlene Schweig, Diane Karp, Harriette Cohen, Susan Linder

Shelia Rush, Rhoda Kubrick, Cynthia Sutter, Barbara Easton, Judy Allan, Eila Foster, Janice Horovitz

Barbara Levine, Joan Levine, Ellin Horowitz, Kathryn Messina, Fran Goodside, Sue Engel, Joan Godfried

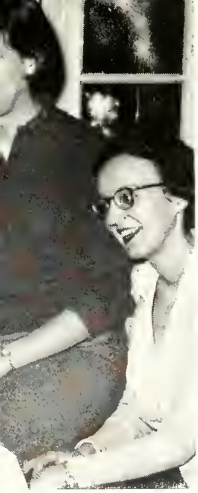
Sue Henderson, Marianne Byrn, Sally Williams, Joyce Teegardin, Donna Lange

Jackie Nadolny, Fran Keenan, Susan Childs, Judy Elliott, Ruth Jones, Marilyn Eckert

Alice Evans, Carol De Chellis, Robin Askin, Sue Jessop, Judy Hicks, Marilou Querns

Linda Morgan, Margaret Ferguson, Sharon Norton, Sunny Day, Anne Putnam, Marjorie Hanson, Sue Hocker.

Shelly Katz, Andrea Fain, Angela Blumberg, Ann Rosier, Emmy Jones, Carlena Glemser



Louise Mainwaring, Carole Claytor, Dorothy Seif, Carol Lemke, Libby Jones, Mary Sendek Betsy Waite, Nancy Miller, Betsy Johnson.

Marie Elson, Mary Louise Kaylor, Jean Thonen, Barbara Neilan, Mary Jennings, Karen Fiedy, Judy Nebesnik.

JUNIORS

1959—1960, yes soon we *will* be alumnae. Class of 1960, green and white — this third year to which we say good-bye has been a strange one. Past are our freshmen fears, gone is our social sophomore year, and now we reach for senior supremacy. But, what about 1958-59? This school year puzzled us as a class and as individuals. It was a difficult period in many ways. Could any year be harder and require more work than sophomore year? Juniors join together with a resounding "YES." But enough of academic tribulations. How about traditions?

Song Contest? Yes, we participated . . .

Our forte as a class, though not in any musical sense, did lie in our ability to plan successful dances. Last year's winter prom, *Moonlight and Mistletoe* was followed by a beautiful *Rhapsody in Rose* with rose chain and all: a fitting tribute to the class we soon follow. And to the freshmen, our sister class, a tribute to you — you were the bright spot in our year.

1958-59! A strange year for juniors, but maybe a good one after all.

Winifred McDowell, Marilyn Moss, Mary Peck,
Sally Miller, Susan Gordon, Rachel Lyon.

Joan Hutchinson, Sally Swartz, Gail Bauer, Lee Davidson, Judy Laughlin, Joan Beckley.

Anne Glass, Pat Ross, Pat Erb, Marcia Smiley, Charlotte Hogg, Judy McCullough, Marjorie Braun.

Tela Cohn, Marilyn Mercur, Charlotte Todd, Ann Meyer, Anita Gessler, Bobbie Hesse, Sue Decker, Dibbie Spurr, Andrea Lopen.

Arlene Boyda, Ruth Pincus, Kathy O'Donnell, Sorel Berman, Marcia Rubinoff, Barbara Kurtz, Anita Arrnd Beverly Carter, Magda Huaco.

Ann Caviris, Judy Bell, Jill Putnam, Ann Weiner, Mireille Dupre, Coral Wigent.

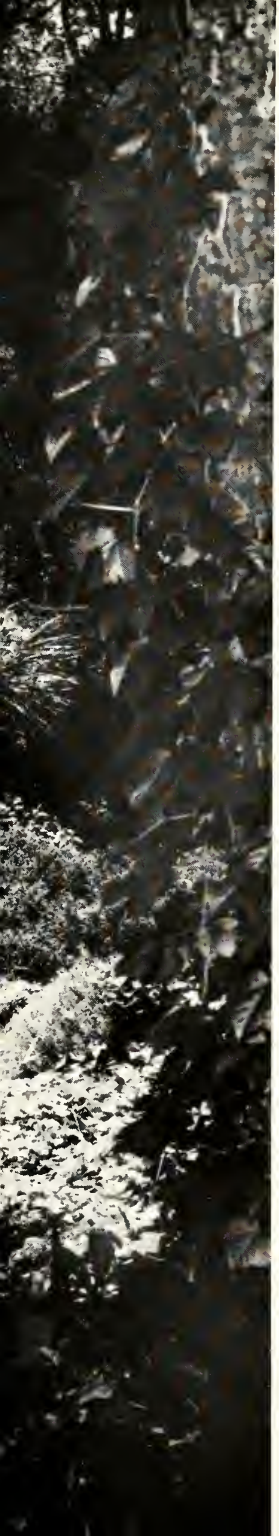
Gayle Thomas, Jeep Snodgrass, Jinny Long, Margaret Cooke, Brenda Hogue, Bunny Boonyaprasop, Betty Goodrich.

Marjorie Marcus, Elaine Zavos, Faith Magdovitz, Roselyn Frankenstein, Amy Marcus, Claire Judd, Judy Levine, Bette Nadel, Bobbi Friedman.

Ruth Anne Vance, Terrie Angelelli, Pat Burns, Carol Ferry, Lauranne Gay, Jo Ann Iorio, Arlene Campbell, Joanne Kretz, Marjorie Roessler.

Lucy Gray, Morissa Bernstein, Lois Klein, Barbara Eckel, Milanie Sonza, Mary Ann Pomputius, Kay McLaughlin, Nancy Bowytz, Nancy Recht.

Annina Rhoades, Jane Sanford, Nancy Cohen, Ann Turner, Bernice McGrew, Brenda Hinkson, Norma Hunt, Gail Peters, Jane Patterson.



SENIORS

For a class to be successful as a class, it must have at least one unifying factor that holds it together through four years of "dailyness." The class of 1959 took off their P.C.W. dinks and put on the armour of crusaders; the cause was . . . anything. We fought on foreign soil — the Administration — and domestic lands — the other classes — and the outcome was negligible. Although they said we were dishevelled, we had four Christmas queens. Although they said our voices were too loud, we broke precedent and captured three song contest cups. And though they said our time was wasted in complaining and we'd never make it, we graduate with one of the largest senior classes.

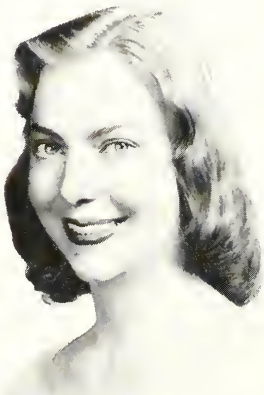
Perhaps a point that should be made is, although it may seem that the measure of a class's success is by the "togetherness" it has shown, it's real success comes from each individual's achievement as an individual, divorced from any ties of a class or group. The only true discussion of the Senior class would be to include 100 separate case histories and philosophies of life bound together and labeled, *The Class of 1959*. This is as it should be; this is our purpose for being here. However it should not be assumed that our goals as individuals have divorced us from any responsibility to the class as a whole, but only that a pride in what we were able to do by ourselves led us, in part, to a respect for the other individuals with whom we have shared the past four years.

Perhaps our over enthusiasm for certain "causes" will someday merit our being known as, The Class of '59, the last of the great dissenters.

Nancy Adler

A.B. in Art

The Characterization of the Figure in the Satirical Paintings of Honore Daumier.



Sue Ellen Allardice

A.B. in Art

Contemporary American Stage Design: the Contributions of Jo Mielziner, Lee Simonson and Robert Edmond Jones.

Janet Georganne Allebrand
B.S. in Education

Elaine Allison
A.B. in Music
The Influence of the Soviet Government on Russian Composers of the Twentieth Century.

JOAN ANDERSON
A.B. in Sociology

A Study of the After-Careers of One Hundred First-Offenders Brought Before the Allegheny County Criminal Court Comparing Those of Individuals Given Prison Sentences With Those Placed on Probation.

SALLY KNIGHT ANDERSON
B.S. in Education

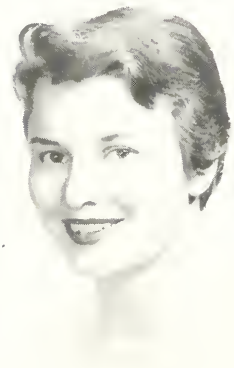
Sylvia Elizabeth Angelo
B.S. in Chemistry
The Determination of Reaction Rates for the Hydrolysis of Tertiary Butyl Acetate at Different Temperatures.

Julia Battle
A.B. in History
The Black Codes: Liberal or Reactionary?

Lois Shook Becker

A.B. in Art

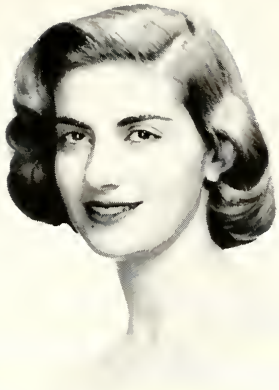
A Comparison of Composition in the Paintings of Caravaggio and El Greco.



Beryl Avelyn Beckfeld

A.B. in Psychology

The Relationship Between a Sense of Humor and Intelligence.



Bette Jo Bergad
A.B. in Art
A Study of Maillol and Renoir as a Means of Understanding a Contemporary Interpretation of the Classic Figure.

Cynthia Berry
A.B. in Economics
The European Economic Community — Its Advantages and Disadvantages to Its Members and the United States.

Ferne Klein Berk
B.S. in Education

Carla Bianchi
B.S. in Biology
The Determination of a Minimal Medium for the Cultivation of Staphyloccus Epidermidis.

Roberta F. Biles
B.S. in Education

Judith Hawley Borton
B.S. in Education

Shirley Ann Brusco
B.S. in Education

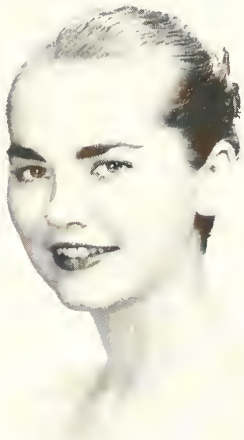
Martha Jo Campbell
B.S. in Education

Nancy Canale
A.B. in Psychology
An Investigation of the Validity
of a Sales Aptitude Test.

Judith Perry Chaplin
A.B. in Sociology
The Crippled Child as a Social
Problem.

Carole Marie Cristiano
A.B. in English
George Bernard Shaw: His Life Force and Superman.

Patricia Clark
A.B. in English
An Analysis of Henry James' Dramatization of *The American* and *Daisy Miller*.

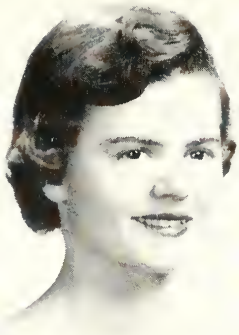


Ruth Isabel Cooper
A.B. in Music
A Comparison of Verdi's and Puccini's Choice of Style for Writing Opera.

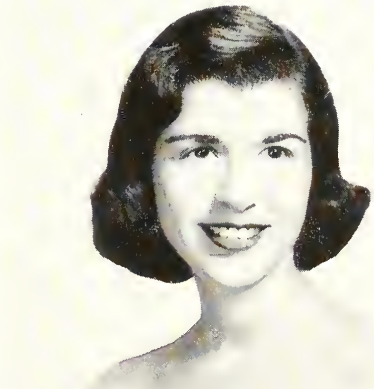
Phyllis Evelyn Crawford
A.B. in History
Woodrow Wilson and the New Freedom.

Donna Marie Croyle
A.B. in Philosophy
Existentialism: A Comparison of the Atheistic and Theistic Positions.

Judith Anne Davis
A.B. in English
A Critical Evaluation of Joyce Cary's First Trilogy.



Norma Rae Davis
B.S. in Education



Myrna Carol Deaktor
B.S. in Education

Roberta Annabelle Einhorn
A.B. in English
The Aesthetic Philosophy in the Poetry of Wallace Stevens.

Marcia Jean Fallon
A.B. in History
A Description of the Norman Conquest of England and an Evaluation of Its Effects upon the English Nation.

Saralee Gelman Fine
B.S. in Education

Beverly A. Fleishman
A.B. in English
Evelyn Waugh: A Critical Evaluation of the Satirical Novels.

Elaine Carol Frank
A.B. in Psychology
A Study of the Freudian Concept of Man.

Anna Mary Frye
A.B. in Spanish
A Study of the Landscape in the Literary Works of Azorin.

Margaret Gwen Fullick
A.B. in English
An Analysis of Three Fictional Interpretations of Christ.

Mary Jane Gilmour
A.B. in English
Edwin Arlington Robinson: His Concept of the Individual and His Fate.

Barbara Ann Goldfarb
A.B. in English
An Analysis of the Novel of Hollywood.

Arlene Goldstein
A.B. in History
A Study of German Nationalism in the Nineteenth Century.

Carole Glass Gottlieb
B.S. in Education

Elaine Bloom Greenberger
B.S. in Education

Syada Greiss
A.B. in Sociology
The Economic, Social and Personality Factors in the Backgrounds of One Hundred Cases of Negro Delinquent Girls Brought Before the Allegheny County Juvenile Court and Disposed of During 1957.

Joan Davis Hackett
A.B. in History
Utopian Socialism in the United States from 1812 to 1900.

Nancy Jeanne Hauser

A.B. in Political Science

The 1958 Republican Gubernatorial Primary in Pennsylvania.

Sally Head

A.B. in Sociology

The Economic, Social and Personality Factors in the Backgrounds of One Hundred Cases of Delinquent White Girls Brought Before the Allegheny County Juvenile Court and Disposed of During 1957.

Barbara Ann Heck

A.B. in Family Living

Study of Techniques and Procedures Used in the Demonstration of Domestic Ranges.

Elizabeth Eddelman Heimi

A.B. in Sociology

A Study of the Adjustment Problems of Negro Families Who Have Settled in White Neighborhoods in Pittsburgh, and the Attitudes of Their White Neighbors.

Donna Joan Hincks
A.B. in Art
Aesthetic and Cultural Influences on the Paris Fashion Industry.

Kathleen Duggan Hogan
B.S. in Education

Jean Carol Johnson
A.B. in French
Symbolism and Silence in the Theater of Maeterlinck.

Virginia Pauline Wilson Keith
A.B. in Art
Abstract Expressionism and Geometrical Abstraction in American Art.

Margaret Grace Kemp
A.B. in Psychology
A Study of How Children's Socio-economic Backgrounds Influence Their Social Adjustment to School.

Gloria Hourvitz Klein
B.S. in Education

Ruanne Krisltit
A.B. in History
The Struggle for the Spanish Republic, 1931-1938.

Lillian Kubrick
A.B. in English
Milton's Conception of Deity.

Winifred Ann Latham
B.S. in Education

Barbara Rubin Levendorf
A.B. in English
The Literary Techniques of Angus Wilson with Three Original Short Stories.

Harriet Lewis
A.B. in English
D. H. Lawrence's Use of Symbols.

Marylou E. Linsinger
A.B. in German
Ernst Wiechert's Attitude Toward Religion as Reflected in His Works.

Elizabeth Lupton
A.B. in English
A Study of Matthew Arnold's Poetry.

Sandra Smith Lyter
B.S. in Education

Elizabeth M. Lytle
B.S. in Education

Barbara F. McCahan
B.S. in Biology
A Study of Transplacental Immunity.

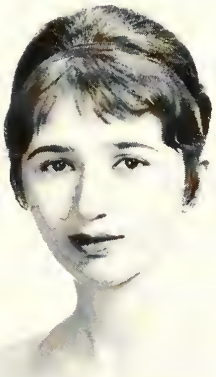
Ruth Lillian McMillen
B.S. in Education

Sarah Ann McQuiston
B.S. in Education

Patricia Jane Mabon
A.B. in Chemistry
The Degree of Association of Palmitic Acid in Tertiary Butanol.

Sarah Jayne Manfredi
B.S. in Education

Linda Goorin Marcus
A.B. in English
The Use of Classical Allusions in the "New Year's Letter" and "For the Time Being."



Mary Ann Martucci
A.B. in English
The Concept of the Tragic Hero in Contemporary Drama.

Athansia L. Metro

A.B. in Chemistry

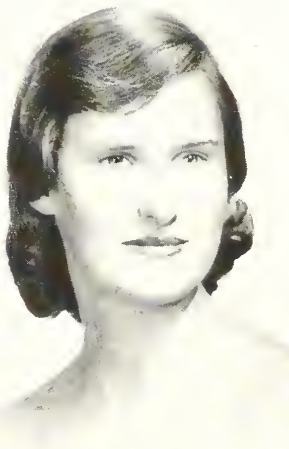
Influence of Elevated Temperatures on the Mutual Solubilities of Palmitic and Stearic Acids in Polar and Nonpolar Solvents.

Betty Lou Hulings Millikin

B.S. in Chemistry

Chromatographic Separation of the Copper (II) Salts of Some Amino Acids.

Diana Walton Montgomery
A.B. in Psychology
A Study of the Effect of a Rehabilitation Center on the Social Adjustment of Physically Disabled Patients.



Harriet Oakes Moore
A.B. in Political Science
Turkey as a Principle Western Ally.

ALEXA CLARKE NELSON
A.B. in Psychology
Personality Exploration Through the Use of the Free Association and Personality Tests.

CAROL PARKER
A.B. in French
Rousseau and Music.

Stellane Peter Parthemos

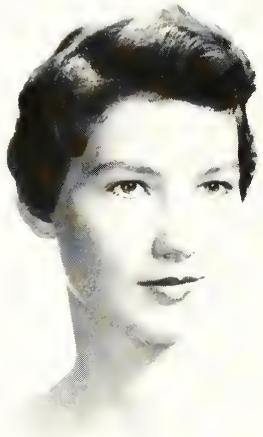
A.B. in English

A Study of Use of Autobiographical Reference in James Joyce's Early Works: *Dubliners, Stephen Hero, Portrait of an Artist, Ulysses.*

Maria Diniaco Passodelis

A.B. in History

Conditions in the Eastern Roman Empire and the Western Empire Leading to the Schism of 1054.



Ina Susanne Quad

A.B. in Drama

Present Approaches in Teaching Speech Reading to the Deaf and the Hard of Hearing Child.

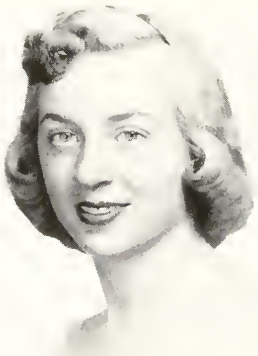
Doris Ann Redman

A.B. in German

Ernst Wiechert's Attitude Toward National Socialism as Revealed by His Life and Works.

Ann Lynn Reynolds
B.S. in Chemistry
The Preparation and Characterization of Some Organic Sulfur-Nitrogen Compounds.

Caroll Ann Ritter
B.S. in Education



JUDITH ANN RITTER

A.B. in Sociology

A Study of the Relocated Negro Families Who Were Forced to Move From the Lower Hill District of Pittsburgh to Other Parts of the City.

BARBARA PAT ROBERTS

A.B. in Political Science

Influence of Foreign Aid Program on United States Leadership in the United Nations.

Elinor Ann Roeger
A.B. in Political Science
A Study of the Problem of Determining Presidential Disability.

Elaine Judith Rosen
A.B. in English
The Don Juan Legend.

Alma Salvetti

A.B. in Music

A Comparison of Trends in Contemporary Lyric Theater in America and Italian Opera Before and During the Time of Mozart.

Ruth Scott

A.B. in Chemistry

Possible Dimerization of Stearic Acid in Tertiary Butyl Alcohol.

Jeanette Roux Seaman
B.S. in Education

Nancy Anne Sherwood
B.S. in Education

Earla Sue Smith
A.B. in English
A Comparison of the Dramatic Tragedies of J. M. Synge and F. Garcia-Lorca.

Marie Therese Smith
A.B. in Political Science
Three Major Proposals to Reform the Supreme Court of the United States.

Barbara Shapiro Stein
B.S. in Education

Mary Clark Torrance
B.S. in Education

Danna H. Vance
A.B. in Psychology
An Investigation of the Social Adjustment of Children Living in Children's Homes.

Frances P. Venardos
A.B. in Art
Picasso — Modern Humanist.

Lesley Simpson Wells

A.B. in English

Milton's Image of Moral Responsibility in *Paradise Regained.*

Irene May Wilbar

A.B. in English

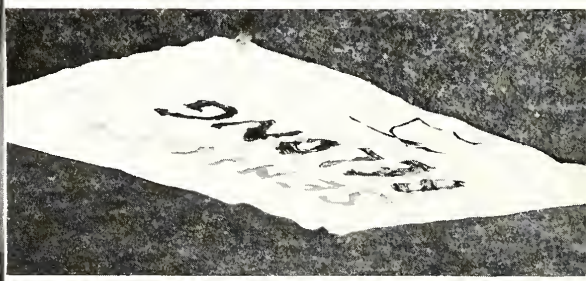
A Comparison and Contrast of Some of Shakespeare's Women Characters.

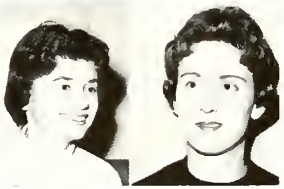
Joan Audrey Winters
B.S. in Chemistry
Biochemical Analysis of the Transplantable Tumor Hepatoma-N.

Helen Mary Yanko
A.B. in English
The Early Novels of Melville.

SENIOR INFORMALS

Although the major part of the campus thinks of Seniors as trapped in their rooms surrounded by note cards, pages of tutorials and coffee cups, they still have their moments of relaxation and there remains the remnant of a freshman soul.





Susan Gordon
Assistant Editor

Judy Davis
Literary Editor

CORNERSTONE STAFF

Bev Fleishman
Photography Editor

Sue Allardice
Art Editor

Ann Reynolds
Business Manager

To record, in pictures and in words, the various aspects of the year 1958-59, in a manner that in some way would be meaningful to all, has been the goal of the *Cornerstone* staff.

A word of thanks to the staff editors who, from conception of the goal last spring to the book's completion — through planning stages and implementation, amidst sometimes futile attempts to meet deadlines — shared with me the carrying forth of the original ideas.

In addition, thanks to the help and patience of our advisors, Mr. Smith and Mr. Ossman; the indispensable aid of the staff members; Jonas Photography Studio; Mr. McWilliams, representative of Jahn & Ollier Engraving Company; The Hurley Company, our printers; and The S. K. Smith Company, which handled our cover.

Because the year 1958-59 will have different meanings for each of us who have shared these ten months, the pictures and words which we have chosen as representational of this year may not be meaningful to all.

However, there is a common goal, the pursuit of knowledge, which has brought each of us here and which enables a community to be formed from 500 individuals. It is hoped that this common goal, the theme of our book, is, and will continue to be, a meaningful theme in our lives.

Elaine Frank, Editor